

(2) Cross-curricular second language acquisition/listening

ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p> <p>(B) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>recognizing and mimicking the sounds and rhythms of English words more easily, speaking with smoother intonation and clearer pronunciation</p>	<p>providing opportunities to listen to and practice different sounds and intonation patterns in English, providing feedback to help students improve their pronunciation</p>	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>Can you repeat the sentence you heard? What do you notice about how the sound of the words go up or down?</p> <p>When you see these letters together how do they sound? Can you think of other words with the same sound pattern?</p> <p>What sound do the vowels make in this word? Is it a long or short vowel sound?</p>
	<p>identifying key parts of new vocabulary, such as distinguishing between long and short vowels, silent letters, and consonant combinations</p>	<p>explicitly teaching and reinforcing the elements of English sounds, using examples, drills, and engaging activities</p>	<p>consistently introducing new language structures, expressions, and vocabulary during lessons, offering opportunities for students to hear and use basic and academic terms</p>	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>
<p>(C) learn new language structures, expressions, and basic and academic vocabulary</p> <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification</p> <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of spoken language</p>	<p>checking their understanding during conversations or lessons and asking questions or seeking clarification</p>	<p>monitoring understanding of spoken language, providing clarification, and encouraging students to ask questions through paired and whole group settings</p>	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>What strategies did you use to follow the spoken instructions?</p> <p>What specific language or vocabulary did you notice that helped you understand? Can you summarize what was said?</p> <p>What are the key points of the message you heard, and how would you explain them to a peer?</p>
	<p>using visuals and context clues to understand the meaning of more complex spoken language understanding and using new sentence structures, expressions, and both basic and academic vocabulary they hear in class</p>	<p>incorporating various media into lessons to help students build and reinforce language and concept understanding</p>	<p>encouraging students to follow spoken instructions, retell or summarize what they've heard, answer questions, work with peers, and take notes using graphic organizers and visuals</p>	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>
<p>(F) listen to and derive meaning from a variety of media to build and reinforce concept and language attainment</p> <p>(I) demonstrate listening comprehension by following directions, retelling, summarizing, responding, collaborating with peers, and taking notes</p>	<p>listening to different types of media like audio or video and understanding the concepts or language being presented</p>	<p>guiding students to grasp the overall meaning, main points, and key details of spoken language, even when topics or contexts are new or unfamiliar.</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>quickchecks</p>	<p>What strategies did you use to follow the spoken instructions?</p> <p>What specific language or vocabulary did you notice that helped you understand? Can you summarize what was said?</p> <p>What are the key points of the message you heard, and how would you explain them to a peer?</p>
	<p>following directions, retelling or summarizing what they've heard, answering questions, working with peers, and taking notes</p>	<p>helping students recognize and understand implied ideas and information in more complex spoken language, fostering deeper comprehension skills</p>	<p>understanding the general meaning, main points, and important details of spoken language in which topics, language, and contexts are familiar to unfamiliar</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>quickchecks</p>
<p>(G) understand the general meaning, main points, and important details of spoken language in which topics, language, and contexts are familiar to unfamiliar</p> <p>(H) understand implicit ideas and information in increasingly complex spoken language</p>	<p>understanding the main ideas and key details of spoken language, even in new or unfamiliar situations</p>	<p>recognizing and understanding deeper, implied ideas and information in increasingly complex conversations</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>quickchecks</p>	<p>Even if this topic is unfamiliar to you, what clues helped you understand the main message?</p> <p>What is the overall message or main idea of the conversation? Can you identify the key points and important details in what was said?</p> <p>What ideas or meanings were not stated directly but can be understood from the conversation? What clues did you use to understand the speaker's intent or the underlying message?</p>
<p>recognizing and understanding deeper, implied ideas and information in increasingly complex conversations</p>	<p>understanding the main ideas and key details of spoken language, even in new or unfamiliar situations</p>	<p>recognizing and understanding deeper, implied ideas and information in increasingly complex conversations</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>quickchecks</p>	<p>Even if this topic is unfamiliar to you, what clues helped you understand the main message?</p> <p>What is the overall message or main idea of the conversation? Can you identify the key points and important details in what was said?</p> <p>What ideas or meanings were not stated directly but can be understood from the conversation? What clues did you use to understand the speaker's intent or the underlying message?</p>

(3) Cross-curricular second language acquisition/speaking

ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
<p>(A) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is comprehensible</p> <p>(B) expand and internalize initial English vocabulary necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information</p>	<p>learning and using high-frequency English words to describe people, places, and objects, retelling simple stories with picture support</p> <p>practicing and improving the pronunciation of new vocabulary</p>	<p>providing repeated practice with pronunciation of new vocabulary and focusing on sounds to improve clarity in speaking through whole group and paired interactions</p> <p>helping students expand their vocabulary through the use of high-frequency words, retelling simple stories, with word banks, sentence frames, and teacher/peer modeling</p>	<p>quickchecks</p> <p>think it up!</p> <p>Thinking Stems</p> <p>Academic Vocab</p>	<p>Can you say the word again and focus on the vowel sound (long/short)? How does the sound change the meaning?</p> <p>Which letters in this word are silent? How does that affect how you pronounce it?</p> <p>Can you use this new word to retell this story using key vocabulary words? What words help you explain the main ideas?</p>
<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words</p> <p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language</p> <p>(H) narrate, describe, and explain with increasing specificity and detail</p>	<p>speaking with varied grammar, sentence lengths, and types, using connecting words more accurately</p> <p>effectively using grade-level vocabulary in context, helping them internalize new words and improve their academic language skills</p> <p>narrating, describing, and explaining topics with increasing detail and clarity, matching their growing command of English</p>	<p>encouraging students to use a range of grammatical structures and sentence types and providing feedback</p> <p>guiding students to use vocabulary in context, helping them internalize new words and academic language in whole group and paired/group settings</p> <p>encouraging students to narrate, describe, and explain with increasing detail</p>	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What connecting words (like "and," "but," or "because") can you use to make your sentence flow better?</p> <p>How would you explain this concept using content-specific terms?</p> <p>Can you tell me more about that idea? Add more details to your explanation. What other information can you include?</p>
<p>(E) share information in cooperative learning interactions</p> <p>(F) ask and give information ranging from using high-frequency, high-need, concrete vocabulary, key words and expressions needed for basic communication in academic and social contexts</p> <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of topics</p>	<p>asking for and giving information, starting with basic vocabulary for everyday needs, and gradually using more complex and academic words</p> <p>sharing information and ideas clearly and effectively while working in groups or cooperative learning settings</p> <p>expressing their opinions, ideas, and feelings, ranging from using simple words and phrases on social and academic topics</p>	<p>facilitating cooperative learning activities where students share information and collaborate effectively with peers</p> <p>encouraging students to ask and give information, starting with basic vocabulary and gradually using more complex, content-based language</p> <p>guiding students to express opinions, ideas, and feelings, progressing from simple words and phrases to engaging in extended discussions supported by teacher/peers</p>	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Teacher/Student Learning Reports</p> <p>Academic Vocab</p>	<p>How would you explain this concept using basic vocabulary? Content-specific vocabulary?</p> <p>What is the most important information you want to contribute to your team's discussion?</p> <p>What is your opinion on this topic? How can you express it clearly?</p>
<p>(I) adapt spoken language appropriately for formal and informal purposes</p> <p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media</p>	<p>responding verbally to information from various sources like print, electronic, audio, or visual media</p> <p>adjusting speech depending on whether the situation is formal or informal</p>	<p>providing opportunities to practice adjusting spoken language to fit formal and informal settings</p> <p>encouraging students to respond verbally to information from various sources</p>	<p>quickchecks</p> <p>Instructional Strategies Playlist</p>	<p>How would you say this sentence if you were talking to a friend versus talking to a teacher?</p> <p>Can you think of examples where you would need to use formal language?</p> <p>How does the information from the text, video, or audio connect to what you've already learned?</p>

(3) Cross-curricular second language acquisition/reading

ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
<p>(A) learn relationships between sounds and letters of the English language and decode words using a combination of skills</p> <p>(B) recognize directionality of English reading, such as left to right and top to bottom</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures</p>	<p>using their knowledge of sound and letter relationships, such as recognizing word parts and cognates, to decode and sound out words</p> <p>consistently reading English text from left to right and top to bottom</p> <p>developing a basic vocabulary of common words and comprehending vocabulary and language structures used regularly</p>	<p>teaching the relationships between sounds and letters, recognizing word parts, and using cognates to build fluency</p> <p>reinforcing the directionality of English reading through modeling and one-to-one correspondence</p> <p>helping students build a basic sight vocabulary, understand environmental print, and language structures using real-world examples</p>	<p>Academic Vocabulary</p> <p>quickchecks</p> <p>think it up!</p> <p>Instructional Strategies Playlist</p>	<p>Can you find a similar word in your language (cognate) that helps you understand the meaning? What can the pictures or signs around you tell you about the meaning of the words?</p> <p>Where do your eyes go after you finish reading a line? How does the root or prefix help you figure out the meaning of this word?</p> <p>What word do you see often in this text? Can you recognize it without sounding it out?</p>
<p>(D) use prereading supports to enhance comprehension of written text</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic supports</p> <p>(F) use visual and contextual support and support from peers and teachers to read text, enhance and confirm understanding, develop vocabulary, grasp of language structures, and background knowledge</p>	<p>using tools like graphic organizers, pictures, and vocabulary to support understanding</p> <p>reading subject-specific materials with less need for language support over time</p> <p>using visual and context clues, as well as help from peers and teachers, to read grade-level texts, build vocabulary, understand language structures, and gain the background knowledge</p>	<p>providing prereading tools like graphic organizers, illustrations, and teaching key vocabulary in advance</p> <p>gradually reducing language accommodations as students become more proficient in reading</p> <p>using visual aids, context clues, and peer or teacher assistance to help students read grade-level texts, build vocabulary, and understand language structures</p>	<p>Academic Vocabulary</p> <p>Field Guides</p> <p>Genre Bookmarks</p> <p>Teacher/Student Learning Reports</p> <p>Comprehension Toolkit</p>	<p>What vocabulary words did we learn before reading, and how do they connect to the text?</p> <p>What do the illustrations or images tell you about the topic before you begin reading? How might they help you understand the text?</p> <p>What visual clues (pictures, graphs, charts) help you understand the main idea of this text?</p>
<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes</p> <p>(H) read silently with increasing ease and comprehension for longer periods</p> <p>(I) demonstrate English comprehension and reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, and summarizing text</p>	<p>participating in group reading activities, retelling or summarizing what they've read</p> <p>identifying supporting ideas and details, summarizing texts, and distinguishing main ideas from details</p> <p>reading silently for longer periods with better comprehension</p>	<p>guiding students through shared reading, retelling or summarizing, responding to questions, and taking notes through the use of word banks and sentence frames</p> <p>providing opportunities for extended silent reading, helping comprehension</p> <p>teaching key reading skills such as identifying supporting details, summarizing texts, and distinguishing main ideas with graphic organizers</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Genre Bookmarks</p>	<p>Can you retell or summarize what you read today in a few words/phrases?</p> <p>What strategies do you use to help you understand as you read silently for longer periods? What are the main ideas in the text? How did you identify the supporting ideas in the text?</p> <p>What strategy did you use to distinguish between the main ideas and the details?</p>
<p>(J) demonstrate English comprehension by employing inferential skills such as predicting, making connections, drawing inferences from text and graphic sources, and finding supporting text evidence</p> <p>(K) demonstrate English comprehension by employing analytical skills such as evaluating written information and critical analyses</p>	<p>using inferential skills and finding evidence from texts</p> <p>evaluating written information and performing critical analysis of texts</p>	<p>encouraging the use of inferential skills, such as predicting, making connections, drawing conclusions, and finding supporting evidence from texts</p> <p>helping students apply analytical skills like evaluating information found in texts through modeling and read alouds</p>	<p>Field Guides</p> <p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Comprehension Toolkit</p>	<p>What connections can you make with the text?</p> <p>What conclusions can you draw from the graphic? What is the author's purpose in this text? How do you know?</p> <p>What are the strengths and weaknesses of the argument or the information given?</p>

(4) Cross-curricular second language acquisition/writing

ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules</p>	<p>recognizing the relationship between sounds and letters and using this knowledge to represent sounds correctly when writing in English</p> <p>writing sentences that use both basic vocabulary and subject-specific, grade-level vocabulary they've learned</p> <p>spelling familiar English words more accurately and applying common English spelling patterns and rules with increasing precision</p>	<p>helping students understand the connection between sounds and letters in English and guiding them to apply this knowledge when writing through word banks, sentence frames, and exemplars</p> <p>encouraging the use of newly learned vocabulary, both basic and subject-specific, in their writing assignments through the use of whole group and paired/group writing</p> <p>explicitly teaching spelling patterns through the use of word sorts reinforcing spelling patterns and rules</p>	<p>Rev/Edit Checklist</p> <p>Academic Vocab</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>How does knowing this sound-letter relationship help you when writing new words?</p> <p>How do you spell this familiar word? Can you sound it out or use what you know about spelling patterns?</p> <p>How would you use this word in your writing? Can you explain its meaning? What new words have you learned today, and how can you include them in your writing?</p>
<p>(D) edit writing for grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses</p> <p>(E) employ increasingly complex grammatical structures in content area writing, such as:</p> <p>(i) using correct verbs, tenses, and pronouns/antecedents</p> <p>(ii) using possessive case (apostrophes) correctly</p> <p>(iii) using negatives and contractions correctly</p>	<p>editing their writing to correct grammar, including fixing subject-verb agreement, pronoun agreement, and verb tenses</p> <p>applying correct grammar, including fixing subject-verb agreement, pronoun agreement, and verb tenses</p>	<p>guiding students to use a teacher or student created rubric them to edit their writing for correct grammar through shared, group/paired writing and conferencing</p> <p>modeling the use of more complex grammar in their writing through modeled texts, think alouds, and shared writing</p>	<p>Rev/Edit Checklist</p> <p>Instructional Strategies Playlist</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>Can you tell me what you are planning to write?</p> <p>Are your verb tenses consistent? Are we writing about the past, present, or future?</p> <p>How can you revise this sentence to make sure the grammar and verb usage are correct?</p>
<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing</p>	<p>writing with different sentence lengths and patterns, using connecting words to combine phrases and clauses more accurately</p> <p>narrating, describing, and explaining ideas with increasing detail and clarity to meet the writing requirements across subject areas</p>	<p>modeling how to write using various sentence lengths, patterns, and connecting words, guiding students to combine phrases through explicit modeling and written exemplars</p> <p>helping students narrate, describe, and explain ideas with more specificity and detail through modeling and gradual release of written expression</p>	<p>Rev/Edit Checklist</p> <p>Field Guides</p> <p>Thinking Stems</p> <p>Instructional Strategies Playlist</p>	<p>What different sentence patterns can you use to make your writing clearer?</p> <p>Can you add more details to your description to make it clearer or more specific?</p> <p>What specific examples can you include to better narrate or explain the idea you are writing about? How can you improve the structure of your narrative to make the sequence of events more logical or detailed?</p>